GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

UNSTARRED QUESTION NO:5955
ANSWERED ON:10.04.2017
Teacher Training Institutes
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Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Government is planning for mandatory and uniform annual teacher training;

(b) if so, the details thereof and the objective behind the move;

(c) whether teacher's qualification and training will also be linked to accreditation of the schools and if so, the details thereof;

(d) whether the Government is working on reforms in the form of standardisation of education at school level;

(e) if so, the details thereof and the objective behind the move; and

(f) whether the Government has developed a detailed blueprint on improving of teachers' training and if so, the details thereof and the time by which these reforms will be rolled out?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)

(a) &(b): The Central Government, under the flagship programmes of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) provides funding to State and UT Governments to improve Elementary and Secondary education respectively. Provision for in-service teacher training is an integral component of both the SSA and RMSA programmes. Under SSA, there is a provision of refresher residential or non-residential in-service training of 10 days for all teachers each year at the Block Resource Centre (BRC) level, and upto 10 days at the Cluster Resource Centre (CRC) level. Residential Induction training for newly recruited teachers for 30 days and training of untrained teachers to enable them to acquire professional qualifications is also provided in the scheme. The training provided to teachers is subject specific and need based. The training modules are developed by the State Council of Educational Research and Training (SCERT) in the State and the training is imparted through a cascade model of the State level with Key Resource Persons training master trainers at the district level who then train teachers at Block and Cluster level. The training content for Block level training is focused on concepts and methodology related to the programmes focused on improving learning outcomes. The Cluster level is a follow-up of the Block level training to help address issues that the teachers may be facing in their classroom practice.

Under RMSA, there is a provision of 10 days of in service teacher training, including 05 days of subject specific training and for the remaining 05 days training on ICT Component, Inclusive Education, Gender Sensitization and Adolescent Education is provided. Under both SSA and RMSA, the focus is to give subject specific, need based and relevant in service teacher training to both elementary and secondary teachers for their professional development.
(c) to (e): Accreditation of schools comes under the domain various State and UT Boards of School Education.

In order to improve the quality of school education, the School Standards & Evaluation framework, known as 'Shaala Siddhi' has been launched by NUEPA, to enable schools to evaluate their performance in a more focused and strategic manner and to facilitate them to make professional judgments for improvement.
The Learning Outcomes for each class I to VIII have been finalized and shared with all States and UTs. These have also been included in the Central Rules to the Right of Children to Free and Compulsory Education (RTE) Act, 2009 through an amendment on 20th February, 2017. These would serve as a guideline to ensure that all children acquire appropriate learning level. From current year onwards, Government has decided to conduct annual National Achievement Surveys covering all students from grade I-VIII in all government and government aided schools. The students learning assessment will be according to the Learning Outcomes developed by NCERT for all subjects covering all classes in the elementary cycle.

The Central Government has launched the 'Pandit Madan Mohan Malviya National Mission on Teachers and Teaching' in December, 2014 with a vision to comprehensively address all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, research in pedagogy and developing effective pedagogy.

The Central Board of Secondary Education has decided to make Xth Board Examination compulsory from the academic year 2017-18. It has also introduced a uniform system of Assessment, Examination and Report Card for classes VI-IX that would prepare the students to face the challenge of Class X examination.

The National Council of Educational Research & Training (NCERT) has developed a framework for Performance Indicators for

Elementary School Teachers (PINDICS) and shared with the states. PINDICS will eventually evolve as the framework for effective teacher performance for effective monitoring and benchmarking across the country.

The NCERT has developed and published an exemplar package on Continuous and Comprehensive Evaluation (CCE) for the elementary stage in all curricular areas. Further, with a view to establish a system of periodic monitoring and regular feedback on quality related parameters and classroom processes in elementary schools throughout the nation, NCERT developed a set of Quality Monitoring Tools (QMT) which have been modified in the light of the RTE Act, 2009 and the revised SSA framework . The monitoring process involves assessing of progress, diagnosing strengths and weakness and taking remedial measures according to the needs of children, teachers and schools.

(f): To ensure recruitment of quality teachers, the National Council for Teacher Education (NCTE), which is mandated for providing quality teacher education to the prospective teachers, has set norms and standards for infrastructure, instructional facilities and qualification and experience of faculty for the teacher education institutions in which teachers are educated. For this purpose, NCTE has revised its Recognition, Norms and Procedure, Regulations 2014. The Regulations 2014, have enhanced the duration of teacher training programmes like B.Ed and M.Ed to two years and increased the period of Internship to make these programmes more rigorous and professionalized. Modules on gender, equity, ICT, yoga and inclusive education have also been added in the teacher education programmes.

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